

Stage Three

Emerging Language

About this Stage

In Stage Three, the learner demonstrates an understanding of language through object identification and categorization. For example, she can show that she knows what a dog is (identification) and that an apple is a type of food (categorization). This is the first Stage in which the learner is asked to make a selection or respond to a question based on a prompt. Choice-making skills as well as the ability to wait as choices are presented develop now.

Also introduced in this Stage are the concepts of divergent and convergent thinking skills. We use divergent learning activities when we want the learners to explore and discover content. We use convergent learning activities when we want learners to identify how much they have understood from their earlier explorations.

About the Software



Focus on Content

Now that the learner has accomplished preliminary and reliable mastery of access to the learning environment, content becomes our primary focus at Stage Three. We are ready to look at deliberate ways to determine how much vocabulary the learner has absorbed from all of her hard work during Stages One and Two.

Software for a Stage Three learner provides opportunities to work with

- ❖ different levels of representation
- ❖ names of objects and actions
- ❖ categories
- ❖ functions of familiar objects, including actions related to those objects

Stage Three Focus:

- **identifying objects and actions**
- **categorizing objects**
- **identifying functions**
- **waiting for choices to be presented**
- **making an appropriate choice**

Level of representation refers to the level of abstraction with which objects are represented in software (such as photographs, drawings or symbols). First, make sure that the learner understands the real object. Next, pair that real object with a photograph. Then pair that photograph with a drawing, and finally, if appropriate for your learner, with the symbol.

Object and action identification is simply matching an object or action to its spoken name (for example, “Find the cat” or “Which one flies?”). Category identification enables the learner to demonstrate an understanding of language by categorizing or identifying objects that belong to the same group (for example, an apple is a type of food).

Software that includes function identification might feature activities that ask a learner to show her understanding of an object’s purpose. It might ask the learner to discriminate among several objects that are called the same thing, but are used differently (for example, toothbrush/paintbrush/hairbrush).

Adjusting Software Settings

Watch for menu options that permit adjustments to the way the content is presented to the learner. For example, if the learner is startled by sudden animation, look for a way to turn it off. Or if the learner is challenged by either vision or hearing, look for control features that allow an appropriate adjustment to customize the content or type of interaction. Such adjustments might extend the range of the software, offering a cost-efficient strategy for using the same software as a learner progresses within a Stage as well as from Stage to Stage.

Also, look for ways to change the activity from a simple presentation of named objects to one in which the learner must identify a target on her own. A Stage Two “Here is a dog” activity becomes a “Find the dog” activity in Stage Three. The content carries more meaning at this Stage, so be sure that the software settings elicit the learner’s best performance.

It is important that the software you choose supports the access method your learner uses. If she is a switch user, her interaction with the switch will now involve scanning. During scanning, choices are highlighted on the screen, one by one,

for a specified time. The learner must wait for the desired target to highlight before she presses the switch. As she learns to use her switch in this way, she may need coaching to wait until the desired target is highlighted before she presses the switch. Waiting is a sophisticated skill.

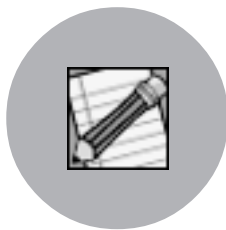
Software Selection Tips



At Stage Three, look for software that offers:

- ✓ an opportunity for the learner to demonstrate emerging language skills by selecting a target
- ✓ opportunities to explore and also to apply or use acquired language skills
- ✓ adjustments for ways in which language is presented in the activity
- ✓ multiple representations of common objects and concepts
- ✓ a supportive and encouraging environment that helps the learner see how to apply language correctly if a mistake is made
- ✓ built-in access features for the learner's best method of input

Relevant Issues



Assessing Language Skills

It can be difficult to assess language acquisition in learners who are nonspeaking or have some barrier to participation with standard inventories. Standard inventories are not typically accessible, so the reliability of the results is questionable.

For example, one inventory frequently used with learners at this Stage is the Peabody Picture Vocabulary Test (PPVT). The learner being evaluated needs to be able to speak or point in order to respond to the questions being administered. If there is a barrier to this process, how reliable could the results be?

Orcca Technologies' scanning Assessment Easel is a light-tech way to make the testing environment accessible. An easel designed to hold the test booklet has four light indicators in its frame. These adjustable timing light indicators are strategically located next to the four choices for responses on the test.

A light highlights each choice in sequence. When the desired choice is lit, the learner can select it by activating the input device.

Perhaps after such an accommodation is made, the testing process can be considered appropriately accessible. Although tests given using these methods would not be officially valid, the results may still be reliable. However, it is important to remember that accessible software with a learner performance tracking option is a much preferred solution for determining a learner's language acquisition.

Generalizing Language and Vocabulary

Are opportunities to locate specific targets presented and labeled for the user in the software? Are pictures or photographs presented in different contexts to help build vocabulary? Is a target offered with different representations? These are key features to look for in the software. You may also consider gestural communication and sign language vocabulary in generalizing these skills. One way to facilitate the learning of sign language is "StreetSigns: A City Kid's Guide to American Sign Language," a library of QuickTime™ movies developed by Susan Abdulezer (see *Useful Web Sites* at the back of this book). Another is HyperSign from Trinity Software.

Be sure to enrich the physical environment around the learner to encourage understanding and generalization of the vocabulary being learned. For example, if the learner is working on building a vocabulary for food, present different versions or representations of the same object. The picture of the cookies in the software might not look like the cookies served at home. Extend the understanding by presenting opportunities to see how objects being studied might possess different attributes. For example, a ball can be different colors, be smooth or rough in texture, or be big or small and still be a ball.

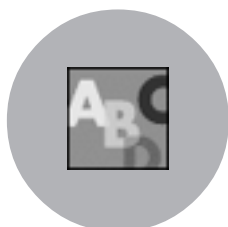
The Emotional Side of Learning

Stage Three learners are becoming more independent in their understanding of language. They begin to demonstrate a stronger desire for this independence by demanding that their abilities to make choices be honored. Learners also want approval from people who are important to them in their various learning environments, both at home and at school.

Stage Three is a turning point in the learning journey. The learners are expressing what they understand for the first time! They want to impress. They also may begin to use their understanding in sophisticated ways, adding humor to their interactions. For example, they may deliberately select an incorrect response as a way of teasing playfully with a peer, and especially as a way of joking with an adult. It is important to look for a behavioral cue to be sure of the intent behind each response. If the learner is sporting a grin from ear to ear while giving an incorrect response over and over, it's most likely to be intended as a joke.

During Stage Three, learners continue to build their receptive language skills as they get feedback from their interactions with the software. Find software that both encourages language acquisition and builds self-esteem through encouraging and supportive feedback.

Extension Activities



Fun Away from the Computer

Stage Three is a fun time for learners. They incorporate imitation skills much more readily at this Stage. When singing, they will often add body movements during repetitive lines of songs, picking up gestures and other accompanying actions to songs in order to indicate their understanding of the lyrics.

Learner independence is important to foster during these playful moments. For example, learners like to manipulate books, pretending to read and identifying targets in the pictures as they turn the pages. If they are unable to turn the pages on their own, use light-tech strategies. For example, try attaching a small piece of foam or sponge to the edges of alternate pages. This “spacer” separates the pages just enough for a learner’s gross motor movement to successfully turn a page independently.

Stage Three is the time for learners to interact with and learn to appreciate books for enjoyment. Use interactive storytelling props such as felt figures and felt boards. You can also copy figures and objects from the story. Make paper or cardboard pieces accessible by attaching Velcro® to their backs so they will adhere to the feltboard. You may first need to laminate thin pieces of paper.

Stage Three is also a time to help learners understand how parts relate to a whole. For example, a common activity for typical learners might be putting together a puzzle. If the learner isn't able to do such an activity because of challenges, technology offers us a way to simulate that experience via software that responds to switch presses to add pieces to a puzzle. Or, adapt manipulatives using Velcro® or glue to attach pegs to the pieces for gross motor access.

Finally, Stage Three is a time to help learners begin to use more complex language as they communicate choices. Introduce a light-tech, multiple message communication device at this time. These devices offer a few buttons that are used to deliver simple prerecorded messages, typically centered around a theme. An example of this type of device is the Cheap Talk by Enabling Devices, which offers several different configurations. Each button can be labeled with a picture, photo or symbol as a way to indicate the content of its message. A learner could use a device like this to respond to the question, "What do you want to drink with lunch?" Or a learner could use the device to deliver the repetitive lines of a song during a group sing-along.

About the Learner



Observable Characteristics

Watch for indications that the learner can

- ❖ use or understand simple sentences
- ❖ understand object names, pictures, and actions as demonstrated by intentional gestures
- ❖ identify objects by attributes (such as by sound or distinct shape)
- ❖ discriminate among objects and place them into categories
- ❖ understand the function of an object
- ❖ wait for options as choices are offered

Competency Goals

In this Stage, the learner practices language use and demonstrates understanding of the applications. The learner shows this understanding by discriminating among objects and within categories. The learner identifies or locates objects by pointing or otherwise indicating a selection.

For the first time in language development, we mix teaching approaches. In divergent thinking activities, learners explore and discover content. In convergent thinking activities, we ask questions when we want learners to identify how much they have understood from their explorations. The alternation of these strategies begins during Stage Three. When learners begin to make reliable choices and demonstrate a preference, and when they indicate vocabulary discrimination and understanding, they are on their way to more sophisticated device use and communication independence.

Sample IEP Objectives

Objectives written for the learner at this Stage focus primarily on language content. Some process or behavioral objectives might also include watching for the learner's ability to wait and then reliably make correct choices from among appropriate and distracter objects.

Given *name of accessible program* (software with appropriate language development targets), the learner will

- ❖ activate the device to make a choice from among at least two targets, as observed by a teacher or other adult, in 8 out of 10 trials
- ❖ correctly choose a specified target
- ❖ correctly identify an object or action when given a choice between it and a distracting object or action
- ❖ correctly select the requested target within a category
- ❖ correctly classify an object when presented with objects from multiple categories
- ❖ wait as options are presented before activating the device to make a choice

These objectives are measured by the management system provided by the software or by adult observation.

Stage Three References

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- In CASE*
The Newsletter for the Council of Administrators of Special Education, a Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191
- Journal of Special Education Leadership* (issue referenced: Volume 12, Number 2, Fall 1999)
Council of Administrators of Special Education, CASE, Inc., 615 16th Street NW, Albuquerque, NM 87104
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- Wilson, Mary. 1996. *Sequential Software for Language Intervention and Development*. Winooski, VT: Laureate Learning Systems, Inc.
- TAM Connector* (issue referenced: Volume 12, Number 1, Fall 1999)
Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

An Overview of the Activities

About the Stage Three Activities

During Stage Three, the learner changes dramatically as a wide range of skills begins to unfold. For the first time, the learner is actually answering questions, indicating her understanding of language as it has developed thus far, and making independent choices among targets as she responds.

The Stage Three activities provide opportunities for the learner to show her understanding of three levels of representation, names of objects, categories, and functions of familiar objects, including actions related to those objects. While the activities target representative objects, categories, and functions to indicate learner progress, the performance scores will indicate the general areas in which a learner might require more practice. For example, a learner might know the name of an object, and functions for which that object is used, but not a category for that object. The learner might know the name for a car, and that a car takes you places, but not be able to categorize the car as a vehicle. Stage Three activities are designed to help examine these facets of language development.

The Stages philosophy embraces opportunities for learners to work in a supportive, risk-free environment. In each type of activity, the learner has an opportunity to explore the content at her own pace. Use these Explore activities as a way to build learner comfort with practice prior to administering an assessment and/or to remind the learner about the target vocabulary. Then, in the Assess activities, the learner chooses a specific answer from a choice of targets. See page 12 for a more information about the Explore and Assess types of activities.

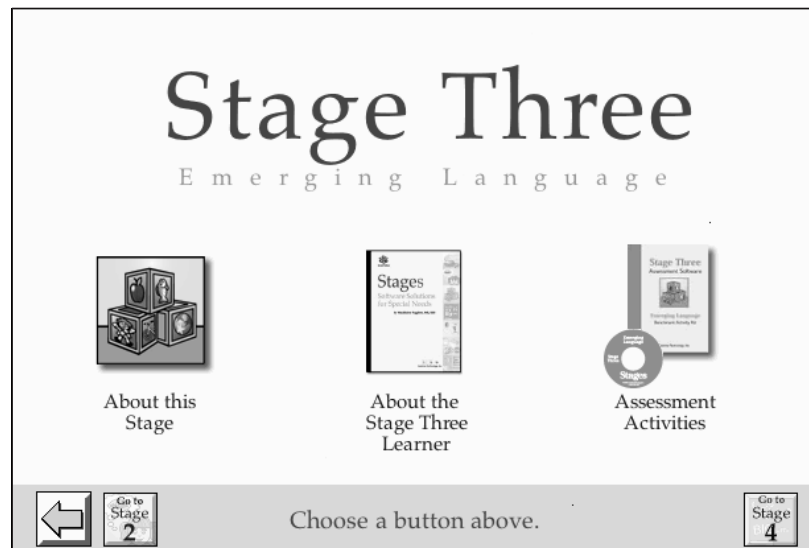
The primary purpose of the assessment activities is to assist with software selection. Use both the formal data generated in the Stages reports, as well as the informal data you record on the Observation Form on page 43. Refer to page 37 for a discussion on how to interpret the results of both of these approaches to assessment. Then turn to the charts following

page 50 to examine the features of the software recommended for practice use in developing Stage Three skills. Use the charts to match the focus of the software with the skills that the learner needs to further develop.

Starting Stage Three

Before using the activities with a learner, take a few minutes to become familiar with them yourself. When you are ready to use the activities with a learner, go to the section “Presenting the Activities” (page 29).

The main screen presents information about Stage Three and leads you to the Stage Three Activities.



- Click **About this Stage** to learn more about Stage Three.
- Click **About the Stage Three Learner** to learn more about the learner at this Stage. This information is covered in more detail in the section of this guide starting on page 6.
- Click on **Assessment Activities** to begin the activities.

Entering the Learner's Name

When you choose to start the Stage Three assessment activities, you will first be asked to enter the learner's name. This name will be printed on the report that is generated when the activity is completed.

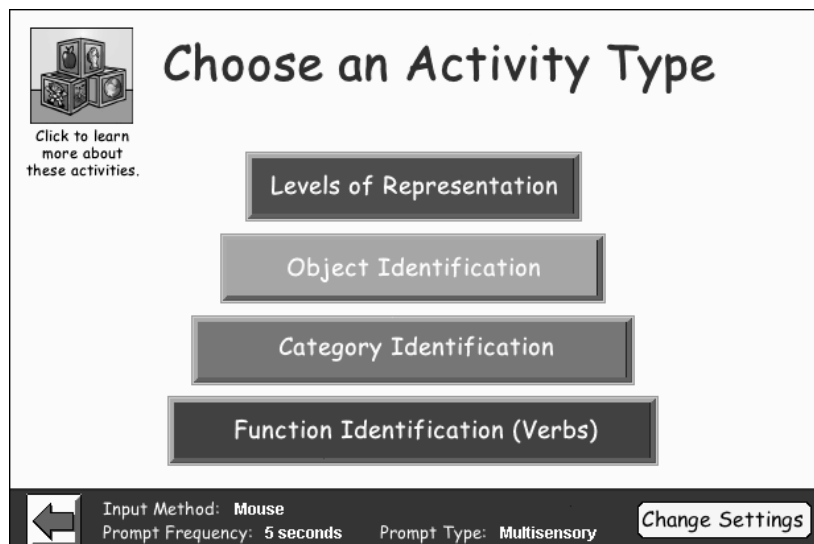
Type the learner's name in the text box in the center of the screen, then click the **Continue** button or press <Return> (Macintosh) or <Enter> (Windows) to go on.

Setting Preferences

There are several preference settings you can change that affect all the activities. The current settings are displayed at the bottom of the menu screens. Refer to page 22 for explanations of these settings and information on how to change them.



Choosing an Activity Type



Select a button to choose the activity type. These activities are described in detail starting on page 16.

Levels of Representation

Level of Representation refers to the level of abstraction with which targets are represented on the screen. The three levels that are presented here are, in increasing level of abstraction: photographs, drawings, and color symbols. These activities allow the learner to explore the levels of representation and demonstrate her ability to generalize skills from one medium to the next. For example, a photograph of a horse has the same name as the drawing of a horse.

Object Identification

In these activities, the learner demonstrates an understanding of language by finding a specific object by its label or name. For example, she can show that she knows which object among others is the target object. (“Show me the dog.”)

Category Identification

In these activities, the learner demonstrates an understanding of language by categorizing or identifying objects that belong to the same group. For example, she can show that an apple is a type of food. (“Show me the food.”)

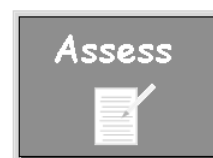
Function Identification (Verbs)

In these activities, the learner demonstrates an understanding of the purpose for which an object is used. For example, if several brushes are presented, which one is used in your mouth (toothbrush)? Which one is used in your hair (hair brush)? Which one is used to paint the house (paint brush)? All are brushes—the learner discriminates among them by understanding how they are used.

About Divergent and Convergent Activities

Next, you can choose Explore or Assess activities. (Note that the Object Identification activity offers just Assess activities, as the learner was given an opportunity to explore the content in the Levels of Representation activities.)

Choose an Activity Type



Generally, the learner can Explore the language content in Divergent activities, then demonstrate her understanding of the content in the Assess or Convergent activities. The Stages philosophy advocates that it is important to provide both climates for learning, allowing the learner a comfortable exposure to the content before expecting her to be responsible for the learning.

Explore (Divergent) Activities

The Explore or Divergent activities allow a learner to explore a body of information and make observations. The learner has consistent opportunities to see multiple presentations of the same word or concept. Divergent activities allow the learner to select each target on a screen to hear information about it—its name, category or function—and see its text label. The report will show how long the learner spent on the activity and how many times she selected each target on the screen.

Assess (Convergent) Activities

Convergent learning activities allow a learner to demonstrate her understanding of the information she has been exploring. In the Stage Three Convergent activities, the learner is asked to choose a specific target from a choice of 2 or 3 on the screen.

Backgrounds

The background of the screen is a variable you can consider during the assessment. The background may be plain white or show a graphical scene. Locating a target on a plain background without any distracters gives the learner fewer details to discriminate in order to find her choice. Backgrounds with related context may add a level of complexity to the interaction for some learners. However, it is also suggested that such backgrounds provide contextual information to the learner that aid in the comprehension of settings, scenes, and categories. They illustrate appropriate settings where the objects are typically found, which may help the learner to identify and categorize them.

Prompts

In convergent activities, a prompt tells the learner which object to select. Mayer-Johnson Picture Communication Symbols are used with permission to present the prompt pictorially.

Find the cat.



You can set a preference to present an auditory prompt (you hear the words, “Find the cat.”), a visual prompt (you see the prompt’s text and pictures), or a multisensory prompt (both auditory and visual). The prompt serves as the instruction for the current activity and will recur at the interval selected in the Preferences. (See page 22 for information on setting Preferences.)

Number of Attempts

In each Assess activity, the learner has three opportunities to select the target object. When the correct answer is selected at any try, she is rewarded with an animation or text burst. (You can set a preference for the type of reward.) Incorrect answers are recorded and will appear on the report for the activity. As all activities are risk-free, learners are not told that an answer is wrong.

After a first incorrect selection, the learner is told what she selected and the instructions are repeated. (“You found the dog. Find the cat.”) In the Level of Representation activities, which serve as an introduction to Stage Three, this approach is used for both incorrect answers, as opposed to the model described next.

After a second incorrect answer, the correct answer is modeled. The learner is told what she selected, distracter objects are removed while the correct answer is identified, then the learner is asked to find the target object. (“You found the bird. This is the cat. Find the cat.”). The text label for the object accompanies it when it is identified.

If the learner does not select the correct target after the third attempt, the correct answer is presented in isolation and identified. (“This is the cat.”)

Typical assessment environments don't incorporate learner feedback as a critical consideration. However, the Stages philosophy advocates that feedback be informative, even during assessment. This is consistent with supporting the emotional side of learning. By providing information while giving feedback, we are reinforcing the learner's understanding of the concepts. The data on the onscreen report coupled with the notes you record on the Observation Form will provide you with a complete assessment.

Categories

In the Category Identification activities, learners begin to explore the concept of categories by identifying a target object with distracters from different categories ("Which one is food?"). More challenging questions are introduced in the Function Identification activities, where the learner chooses a target when all targets are in the same category. For example, with three articles of clothing on the screen, the learner is asked, "Which one do you wear on your head?"

Choosing Activities

The following sections explain the choices you will make for each type of activity.

Click the buttons on the screen to make choices. The learner can also use her input device to make choices. Note that the Observation Form has a place for you to record whether you or the learner made the selections.



Use the **Back** button to return to the previous selection screen. (In activities where you can continue to collect data in the same activity, the **Back** button is not available. This prevents changes to the activity or to preference settings from being inaccurately reflected in the next report.)



Don't skip out of an activity that you want to graph later in Stages Report Wizard.

If you wish to leave an activity before the learner completes it, select the Exit arrow in the upper right corner of the screen to go to the report. If the learner is using a switch, press <Esc> to pause scanning in order to click this button. Note that if you leave an activity in this way, you will not be able to include it in a graph using Stages Report Wizard.

At the end of the activities, you can choose a different activity (not available in all cases), or go to the report. The report automatically records various aspects of the learner's performance. For more information about reports, see page 32.

Levels of Representation

The Levels of Representation activities present three different graphical representations of the same object: photographs, drawings, and symbols. This allows you to compare and measure the learner's ability to generalize understanding of the same object or concept. Can she look at a photograph and know that the symbolic representation means the same thing? After this activity, as the learner progresses through Stage Three, the activities continue to measure her ability to recognize, understand, and apply graphical representations using drawings.

First choose **Explore** or **Assess** activities (see page 12).

Explore Activities

After choosing **Explore**, select the focus of the activity.



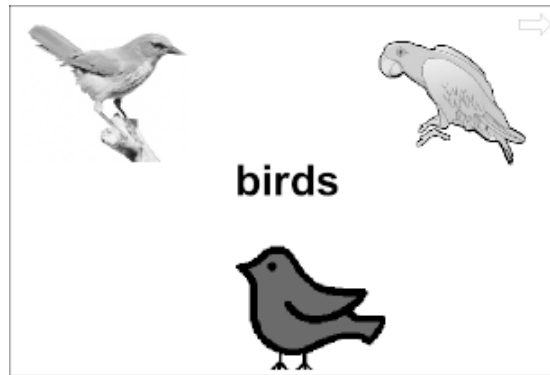
Choose **Object** if you want to present the learner with one object in three different levels of representation (the focus is on the object).

Choose **Category** if you want to present objects in the same category in the same level of representation (the focus is on the level of representation).

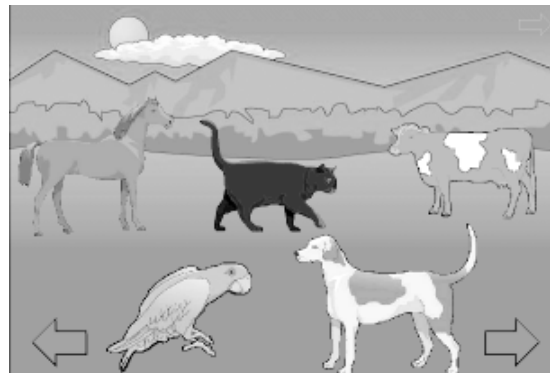
After selecting the focus of the activity, choose a category:



In the *Objects* activities, the learner clicks to see three different representations of each animal or toy. The object is introduced by itself in each level of representation, then all levels of representation are presented together. The learner activates the input device to move from screen to screen.



In the *Category* activities, all objects in a category are presented in the same level of representation in each scene: photographs, color drawings, or symbols. The learner can select any object to hear its name and sound. Use the arrows at the bottom of the screen to move between the scenes. The Animals scene (color drawings) is shown below.



Assess Activities

After choosing *Assess*, select the category,



then the target to assess (choices for the Toys category):



In each activity, the prompt appears, directing the learner to select the target object, then goes away. The prompt will recur at the interval selected in Preferences (see page 26). Correct and incorrect answers are handled as described on page 14 (see Number of Attempts).



Object Identification

In these **Assess** activities, you can choose the category and the specific object to identify. Because the learner was exposed to these objects in the Levels of Representation activities, there is no need for a set of Explore activities.

Categories:



Choices for the Food category:



Each of these activities focuses on one target object, which is presented to the learner when the activity starts. Then the learner is asked to find that target object in three different settings:

- with one distracter object on a white background
- with two distracter objects on a white background
- with two distracter objects in a contextual scene (shown on the next page)



Please see page 13 for a discussion of these background choices.

Category Identification

In these activities, the learner categorizes or identifies objects that belong to the same group.

First choose **Explore** or **Assess** activities (see page 12).

Explore Activities

Choose the category to explore:



The learner can explore the screen by selecting any object and hearing its name and category.



Assess Activities

After you choose a category, as above, directions appear in the form of a recurring prompt and the learner is asked to identify the object that fits the category in three different settings:

- with one distracter object on a white background
- with two distracter objects on a white background
- with two distracter objects in a contextual scene (shown below)



Please see page 13 for a discussion of these background choices.

Function Identification (Verbs)

In these activities, the learner finds a specific object by understanding how it is used.

First choose **Explore** or **Assess** activities (see page 12).

Explore Activities

Choose the category to explore:



The learner can explore the screen by selecting any object and see an animation or video about its function. (If you do not have QuickTime installed on your computer, you will see a photo instead of a video clip for some objects.)



Assess Activities

After you choose a category, directions appear in the form of a recurring prompt. The learner is asked to identify the object that has the specified function in three different settings:

- with one distracter object from the same category
- with two distracter objects from the same category
- with two distracter objects from several categories



Setting and Changing Preferences

There are several preference settings you can change that affect all the activities. These preferences are also printed on the reports to serve as a record of the settings used during the session.

The current preference settings are displayed at the bottom of the screen. When you change settings, the information in this display is updated. The settings most recently saved are in effect when you start Stage Three.



To modify preferences, click the Change Settings button. The Preferences options are shown below.

Stage Three Preferences

Select an input method to set or change options:

☒ Mouse ☐ Touchscreen ☐ Auto Scan switch ☐ Step Scan keyboard, IntelliKeys, 2 switches ☐ Pointer with dwell

Select cueing and feedback options:

Prompt

Reward

Highlight

Sound

The following descriptions will help you choose settings. To make or change a setting, click the radio button for the item.

Input Method

Click the radio button for the input method the learner will be using to make or change settings. Options for the input method will appear in the lower half of the screen.

☒ **Mouse**

Choose **Mouse** if you are using a device to point and click. This is the initial setting. You can also choose this setting if you are using a head pointing system with a click option.

☐ **Touchscreen**

Choose **Touchscreen** if you are using a built-in touchscreen or a touchscreen device that you attach to the monitor. You can choose whether to have the action occur when the learner presses down on an object or when the touch is released (the standard setting).

☐ **Auto Scan**

Choose **Auto Scan** to use a switch that is set to emulate a mouseclick. The switch mode is autoscan or linear scanning. Each object on the screen highlights one at a time, in order. Press the switch to activate the highlighted object.

Setting the scan rate

At the bottom of the screen, you can change the scan rate, the speed at which objects are highlighted. Choose from:

- ☐ **Slow (3 seconds)**
- ☒ **Medium (2 seconds)**
- ☐ **Fast (1 second)**

You can also enter a different number of seconds (from .5 to 10) in the text box on the right side of the screen.

Starting scanning

Scanning starts automatically when an activity starts. A learner can also use the switch to select buttons in the activity choice screens. Autoscanning doesn't automatically start in each menu screen, but you can activate scanning by pressing the switch or mouse button when the mouse pointer is over the background.

Pausing scanning

You can pause scanning by pressing the <Esc> key or by waiting for several cycles through all objects to be completed. In screens with 2 or 3 objects, autoscanning pauses after 5 cycles. In screens with more than 3 objects, autoscanning pauses after 3 cycles.

When scanning is paused, you can use the mouse to click on the **Exit** or **Report** button to end an activity.

To restart autoscanning, press the switch or click the mouse button.

Using a Discover:Switch

If you are using a Discover: Switch™ (Madentec, Inc.), the first time you use the Stage Three activities, you will be prompted to select a setup. This prompt occurs two times: once for the application that launches Stages and once for the actual Stages application. For both, choose the setup named “*Click Only Single Switch” (Macintosh) or “Click Only Single Switch.sus” (Windows). You will hear a beep when the Discover Switch activates. For best results, choose a slow scan rate.

Using the Crick USB Switch Interface

Please refer to the Q&A section of this binder for information on using this switch interface box.

Autoscanning using a switch with IntelliKeys

Choose the Auto Scan input method if you want to autoscan using a switch connected to IntelliKeys, or press IntelliKeys as if it were a switch.

Click the check box shown below to ensure that this information is included in the report.

☒ The switch is connected to IntelliKeys or the learner is using IntelliKeys as a switch.

The Stages Autoscan overlay, which sends a mouse-click, will automatically load. With Windows, you must turn on Num Lock and check the “Use MouseKeys” option in the Accessibility Options Control Panel.

☒ **Step Scan**

Choose **Step Scan** if you are using a regular or alternative keyboard or two switches to step scan. Specify which input device you are using so that it will be reported correctly.

- ☐ **IntelliKeys keyboard**
- ☒ **Standard keyboard**
- ☐ **2 switches**

The Stage Three software automatically loads the Stages Stepscan overlay if it detects that IntelliKeys is attached. Follow the directions on the Stages CD to print a copy of the overlay. (Refer to Stage 3 Read Me file in the Read Me folder in the Overlays folder on the Stages CD.)



- Press the right arrow on the overlay (or <Tab> or a switch set to <Tab>) to step forward from object to object.
- Press the left arrow (or <Backspace> or <Delete>) to step backward from object to object.
- Press the target in the middle (or <Return> or <Enter>, or a switch set to that key) to select the highlighted object.

☒ **Pointer** (with dwell)

Choose **Pointer** if you are using a head pointing system or other pointing device (such as a joystick or trackball) that does not provide a means of clicking. Instead, you aim the pointer at a target for a period of time to select it.

When the pointer highlights a target, a dwell period begins. An animated “counting fingers” cursor shows the dwell elapsing. When the dwell period is over, the target’s action occurs. To make the target perform its action again, move the pointer away from the target, then back to it.

Setting the dwell time

At the bottom of the screen, you can change the dwell time, the length of the dwell time before the target is selected.

- ☐ **Long dwell (3 seconds)**
- ☒ **Medium dwell (2 seconds)**
- ☐ **Short dwell (1 second)**

You can also enter a different number of seconds (from .5 to 10) in the text box on the right side of the screen.

If you choose a long dwell time, be sure to choose an even longer prompt frequency (see next page) as the recurring prompt can interrupt the dwell.

To cancel a dwell in progress, move the pointer to the background or to another target.

Cueing and Feedback Options

Click the radio button for the cueing and feedback settings you want to adjust. Options for these settings will appear in the lower half of the screen.



You can adjust the type and frequency of the prompt, which gives instructions to the learner.

Choose from three types of prompts.

☒ **Multisensory** ☐ **Visual** ☐ **Auditory**

The **Multisensory** prompt combines visual and auditory instructions. This is the initial setting.

A **Visual** prompt displays words and symbols that give instructions. There is no speech or sound accompanying a visual prompt.

An **Auditory** prompt presents speech that gives instructions to the learner. There is no visual cue accompanying an auditory prompt.

You can also set the frequency of the prompt, or how often it occurs.

☐ **Every 3 seconds** ☐ **Every 10 seconds**
☒ **Every 5 seconds** ☐ **Never (no prompts)**

You can choose to have a prompt occur every 3, 5, or 10 seconds, or have no prompt at all ("Never"). The initial setting is 5 seconds.

In **Explore** activities, the prompt frequency is doubled to allow the learner time to investigate the environment without interruption. When scanning is active, the prompt timing does not begin until autoscanning pauses after several loops through all objects.

Reward

The reward occurs after correct answers in Assess activities. You can choose child-oriented animated rewards with music or teen/adult-oriented rewards with speech. The reward for each correct response is picked at random from a set of 5 possible rewards of the specified type.



Highlight

You can choose the color and thickness of the highlight border. Select a border size of 1, 4, or 7 pixels (screen dots), no border (0 pixels), or enter a custom size from 1 to 14 pixels. The initial setting is 4 pixels.

Select a color: red, white, magenta, yellow, black, cyan, green, or blue. The initial setting is red. The Sample Border box will show the effects of changing the size or the color.

Sound

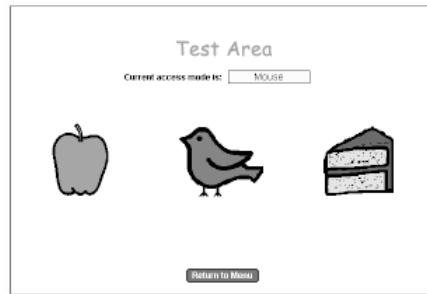
You can choose whether you want to hear a sound when objects are highlighted either by scanning or by moving the mouse pointer to an object.

Move the mouse over the note graphic to hear the highlight sound. The initial setting is No Sound.

- ☐ Sound
☒ No Sound

Test Area
(Try out preference settings.)

Click the Test Area button to try all the preference settings you have chosen, except prompt type and frequency.



When you are done setting preferences, click the Exit to Activities button to return to your last screen.

Stage Three Menus (and exiting Stage Three)

Stage Three offers several menu options. Select an item from the menu in the upper left corner of the screen or use its keystroke equivalent, listed below.

Open Onscreen Keyboard: This menu item appears only when Stage Three is run on a Mercury or MiniMerc computer (from Assistive Technology, Inc.). Choose this option if you need to type and an external keyboard is not available.

Start Over: Return to the opening screen. You will lose any data that has been collected for the learner.

Save: Save the current report information to a file (see page 35). This option is available only in the report.

Macintosh: ⌘S Windows: Ctrl-S

Print: Print the current report or activity screen.

Macintosh: ⌘P Windows: Ctrl-P

Choose a New Stage: (All-in-One Stages CD only)

Return to the main Stages menu. (You can also select the Exit Stage Three button at the end of the report.)

Macintosh: ⌘N Windows: Ctrl-N

Quit: (Stage Three CD only)

Exit Stage Three. (You can also select the Exit Stage Three button at the end of the report.)

Macintosh: ⌘Q Windows: Ctrl-Q

Presenting the Activities

Now that you have explored the activities on your own, you are ready to use them with a learner. It is important to use the assessment activities as intended and also to set up an appropriate environment for the learner. This section will help you and your learner get the most out of the assessment activities.

When and How to Use the Assessment Activities

Stages assessment activities are not designed for everyday practice. They are designed to help you measure progress within each Stage of development.

Stage Three activities help you observe the learner's understanding of the language and cognitive concepts presented. You can also explore various levels of representation and prompting styles to determine the combinations that elicit the most accurate and consistent learner behavior.

The Stages philosophy advocates a competency-based observation approach to assessment. Knowing exactly what a learner can do gives you the opportunity to design a custom curriculum perfectly tailored for that individual.

Use the accompanying Observation Form, along with performance data printed from each activity, to provide the foundation for generating an informal competency-based assessment report. As the learner uses the activities, make notes on the Observation Form provided on page 43. Add your own category of observation on the form under "Additional Observations."

Use these results to determine which Stage is appropriate and to select target skills toward which the learner will work to achieve. Then put the Stages activities away while the learner works in a practice environment of appropriate software from many manufacturers, which are recommended for that Stage.

After the learner has worked and practiced the target set of skills, return to the Stage Three assessment activities. Administer the activity again and compare your results. Is the learner making progress? Is the learner ready to move to another Stage?

Work alternately with Stage Three assessment activities for assessment and the third party software for practice. Keep a portfolio of the observation results as well as any visual documentation available (photos or video). You can also keep any printouts that might be available from the practice software to document steps toward achievement.

Preparing the Environment

The environment for evaluating a learner's functioning stage should be a familiar one. It should be the place where she typically works, lives, and plays. Unfamiliar environments are a curiosity—a learner will attend to the details around her that are different more than she will attend to the activity we want her to use. We want to avoid as many new variables as we can, helping the learner feel the comfort of the cognitively familiar environment. When the assessment activity is introduced, she can then concentrate on the new behavior or content rather than on environmental distracters.

Because the Stages philosophy is sensitive to all facets of the learning process, consider the physical comfort of the learner. Make sure that the assistive technology team gives input to the access device selection and proper positioning of the learner in the physical environment. Be sure the learner's environment is optimal for success.

- Can the learner see the screen without glare or visual strain?
- Is the volume of sound from the computer adjusted to a comfortable level?
- Is the learner seated at the computer properly?
- Is the access device stable and in a position for consistently reliable use?
- Have the computer control panels been adjusted to maximize learner performance?

- When was the learner's last meal or snack? Does she have the proper fuel to work?
- Have necessary medications been administered properly?

In short, consider every aspect of the learner's physical comfort to be confident that a solid learning environment is available for optimum learner performance.

Adult Role in the Observation Process

The learner will be making choices during these assessment activities. She will be asked to find certain objects on the computer screen and will be scored for being able to do so accurately. It is important that the work be that of the learner, not of the adult(s) or other learners in the environment. Give encouragement, but do not give the answers to the questions. Support the learner by urging her to respond and praising her attention to the tasks. Take care not to prompt the learner unnecessarily (see below).

Try a sample activity, assisting with physical movement to help orient the learner. For example, it's fine to guide the learner's actions in a hand-over-hand movement for one sample activity. Then encourage the learner to try more activities on her own as you slip into a more passive role.

Sample Verbal Prompts

Encourage the learner verbally, both to cue and to reinforce the target behavior of access to the device and to answer the questions. However, allow for adequate response time before prompting the learner yourself, especially if you believe she understands the content.

Language strategies to cue or prompt the learner:

- Repeat the question asked in the activity, word for word.
- Repeat only the key words ("find dog").

Behavior strategies to cue or prompt the learner:

- Watch and wait for the key word (i.e., "dog")
- Good waiting, good pointing, good watching
- Do not correct choices—praise any selection

While it is important to encourage the learner and praise attention to both the behavior and the content, it is even more important not to interfere with the learner's performance. If she doesn't find the target object, or if she doesn't know a word, let that happen. The information gathered will help you identify areas for further study. It is important that the work be that of the learner, not of the encouraging and well-meaning adult.

Viewing and Using the Reports

The reports help you watch for improvement over time.

At the end of the activity, you can see a report of the learner's session. You can look for a learner's improvement over time by administering the activities again and reviewing the resulting reports.

Be sure to save and/or print the reports so that you can compare them over time. Perhaps you will see an improvement in the number of attempts even though the target concept is not yet mastered. This could indicate mastery is not far away.

Each report is automatically generated using information about the settings used and the data gathered about the learner's performance in the activity. At the top of the report is information based on the general settings. The main portion of the report displays specific data that was gathered during the activity.

Learner's Name:

This is the name that you entered when you started the activities. You can edit the name on this report now by clicking in the name text box and changing the name.

Input Method:

This is the access method that you selected in the Preference Settings screen. If you did not change this setting, the default value of Mouse is displayed. If you selected Auto Scan or Pointer, the scan rate or dwell time is also displayed.

Level of Representation:

This is the method you selected of representing the words on the screen: Photo, Drawing, or Symbol.

Prompt Frequency:

This is the frequency of prompt that you selected in the Preference Settings screen. If you did not change this setting, the default value of 5 seconds is displayed.

Prompt Type:

This is the type of prompt that you selected in the Preference Settings screen. If you did not change this setting, the default value of Multisensory is displayed.

Category:

Where appropriate, this is the category you selected.

Date and Time:

The date and time that the report was generated is displayed at the bottom of the screen. If this information is not correct, check the setting of your computer's clock.

Presses: (Explore Activities)

How many times did the learner select an object in a scene where many objects are available for exploration? Or, in the case of activities where information is presented and the learner simply activates the device to see more information, how many times did she activate the device?

Prompts:

How many prompts were presented during the activity? The initial prompt is not counted.

Tries: (Assess Activities)

How many attempts did the learner make to find the target object? If the learner is correct on the first try, the number in the Tries column will show you that only 1 attempt at the target was made. A low number of tries indicates successful identification for that target. If a 2 appears under Tries, the learner was correct on the second try. A 3 indicates that the learner was not able to find the correct answer; rather, the computer presented the information to the learner.

Correct?: (Assess Activities)

Did the learner ever select the correct target? The word "Yes" is displayed if the learner eventually found the correct target, even if incorrect choices selected first. The word "No" indicates that the learner either did not select the correct target after three tries or exited the activity early.

Time on Activity:

How long did the learner spend on the activity? The timer starts when the first screen for the activity opens and ends when the last screen of the activity closes. The duration is displayed in minutes and seconds. Example: 1:06 = 1 minute and 6 seconds.

Finish?:

Did the learner complete the activity? If the learner continued to press the device as many times as was necessary to finish the activity, the word “Yes” appears in this column. If the adult used the arrow at the upper right of the screen to cancel the activity, the word “No” is displayed.

In some Explore activities, the learner can choose which targets to select. Because there is no requirement to select every target on the screen, the report will indicate “Yes” for “Finish?” unless the Exit button was used.

Choices: (not reported for all activity types)

How many targets on the screen did the learner have to choose between? A value of 2 represents the target object and one distracter object. A value of 3 represents the target object and two distracter objects.

Distracters: (not reported for all activity types)

What types of distracters were used? “Within” refers to distracters within the same category. “Between” refers to distracters from other categories.

Type of BG: (not reported for all activity types)

What type of background was used in each section of the activity: a plain white background or a contextual scene?

Printing the Report

Click the Print button or choose Print from the File menu to print the report screen. This report looks different from a printout of the disk file, which is only text; however, the information is the same. You can also use the keyboard command for your computer:

Macintosh: ⌘P Windows: Ctrl-P

Saving the Report

A rectangular button with a thin border and the word "Save" in a sans-serif font.

To save the report, click the **Save** button or press the keyboard command for your computer:

Macintosh: ⌘S Windows: Ctrl-S

A dialog box appears with a file name that describes the content of the report. You can change the name of the report if you prefer. On a Windows computer, it is important to keep the “.txt” extension at the end of the file name so that it will be recognized as a WordPad document. If a file with the same name already exists in the folder, you can either replace it with the contents of the new file or choose a different file name.

**STAGES REPORT
WIZARD**
automatically
graphs the data
saved in your
reports.

When you save a report for the first during a session, the program saves it to a default file location. On a Windows computer, this location is the “C:\My Documents” folder. (If this folder does not exist, the Desktop is used instead.) On the Macintosh, this location is usually the main folder of the hard drive. (If the location is the CD and not the hard drive, refer to the Q&A section of this binder for instructions on how to change this.)

You can browse to select a different folder for your reports and even create a new folder. Future reports that you save during the same session will use the save location you select. If you are using Stages Report Wizard, save all the learner’s reports to his or her folder in the My Stages Reports folder.

For information on importing the saved report files into other applications, refer to the Q&A section of this binder.

Finishing the Report

A rectangular button with a thin border and the word "Done" in a sans-serif font.

After viewing and printing the report, click the **Done** button at the bottom of the screen. You can then:

- do more activities of the same type, keeping current data (only available for some activities);
- change to a different learner, erasing current data;
- change to a different activity or change settings, erasing current data;
- quit the program.

Observing the Learner

This section will help you understand how to observe a learner and use the information from these observations.

Making Observations

Generally, the learner should not see you recording her performance. It's ideal if another adult who is commonly in the learning environment can record the observations. One adult can encourage the learner and the other can record behaviors during the assessment activity without being noticed by the learner.

When two adults in the same environment observe the same exact behaviors, that then validates the accuracy of the data that is collected during the session. Finally, an ideal environment would include an unobtrusive video or still camera. Documenting a learner's performance allows the IEP team to observe results as part of the reporting and assessment process.

Is the learner properly positioned in the learning environment? Is the learner comfortable? Only if you are confident that the environmental conditions are conducive for evaluation can the results be considered.

Interpreting Observation Results

Use the Observation Form to record learner behavior during the activities. Watch for the behaviors identified on the forms; add your own under "Additional Observations."

In Stage Three we are watching for the learner to become independent in her ability to make choices. Use the Observation Form that follows to record learner behavior during the activities. Be sure you have set the stage for the assessment activities carefully. While the computer gives you data on actual performance for each question asked during the activity, the Observation Form provides you with an opportunity to discuss the learner's behavior and your personal impressions

of what occurred during the assessment. Here's where you might comment if you felt that the learner really did understand a question, but responded incorrectly.

Question 1 asks you to observe who is actually making the choices during Explore/Divergent activities. These open-ended activities allow the learner to explore for as long as she likes. If the learner seems distracted or if the adult makes the choices and needs to reorient the learner, this may indicate that she needs to work more at Stage Three. If the learner is engaged or deliberate about the activity, this may indicate that she has accomplished Stage Three skills.

Question 2 guides the observation of preference for a level of representation of the language concepts presented in the software. If the learner prefers real photos, that may indicate that these are the most straightforward representation of a concept for her. If the learner is successful with symbols, that indicates her conceptual understanding of an object or action in a more sophisticated manner.

Question 3 examines the consistency in the types of errors made by the learner. Does the learner randomly make errors? That indicates the need for more work at Stage Three. Does the learner consistently select the same type of target; for example, animals? That may indicate a love of animals or may represent a familiar object, regardless of what question was asked. If the learner seems to select the same region on the screen consistently, that may indicate a vision or access challenge.

Question 4 guides the observation of the consistency of choices made by the learner. If the learner selects a particular activity or object consistently, it may indicate an interest in or preference for that topic. Make note of that information to use for learning themes in extension activities. For example, if the learner seems to select a particular toy regularly, that toy might just be the learner's favorite!

Question 5 addresses navigation difficulties. Stage Three software programs examine a learner's ability to identify objects and show her understanding by making selections. A component of this skill is the ability to navigate to a target and select it with a switch or mouse. Therefore, some third party

practice titles target navigation skills in order to build appropriate skills. Stage Three skills include both the refined language application skills that are the focus of the Stages activities, as well as the ability to independently select a target to demonstrate understanding. Use the Stage Three Observation Form to record informal remarks about the learner's ability to independently make accurate choices.

Question 6 considers the learner's attempt to vocalize during the assessment process. If the learner repeats the prompts or language on the screen but then doesn't answer the questions correctly, as captured on the report, it's an indication that she is exhibiting Stage Two skills. Use Stage Three practice software to let the learner gain expertise with language development. If the learner renames objects correctly she shows a deeper understanding of the concepts appearing on the screen. For example, if the learner calls out "Spot" when she sees the dog in the activity, then she not only understands the general word, but she also understands a specific example.

Question 7 asks you to consider environmental factors. Do wires or cables for devices distract or obstruct the learner's view? Is there a nearby object more interesting than the computer that might distract the learner from the activity? Conversely, is there any object similar to one on the screen that attracts the learner? For example, if the object on the screen is an animal, and the learner is then attracted to a poster depicting that same animal, it means that the learner is expressing understanding of that concept and generalizing the skill in finding it in more than one occurrence.

Question 8 focuses on the learner's behavior during the session. Was the learner easily distracted? Was she focusing on objects or people in the room more than on the activity? If so, it might indicate that the content is too challenging, or instead, that material is too simple. Was the learner using movements that helped her to focus better? For example, was the learner working to remain comfortable as she continued to focus on the activities? Watch for stabilizing with the opposite hand or some other body part as an indicator for this. Another example might be pointing with the opposite finger while clicking with the mouse or access device.

Question 9 focuses on the learner's comfort with the computer access device. If the learner is comfortable and positioned properly, the attention or focus will remain on the computer screen. If the learner is unsure of the access device, she might move her visual focus between the device and the computer screen. That would affect the performance data as the change of focus takes time and uses up prompt. Accuracy might even be affected if the device comfort is a considerable factor. Turn to Stage Three practice software for device practice. This is an important factor to take into account now that the learner is both pointing and clicking in order to find and then select her response. Perhaps learner position is the variable to consider? Use the observations resulting from this question to consider all accuracy barriers.

Interpreting Report Data

Divergent (Explore) Activities

Divergent activities are deliberately designed to let the learner explore content at her own pace and for as long as she likes. The reason for this is to permit the learner enough time to make associations that are facilitated by consistent opportunities to see multiple representations of the same word or concept. Look for data that indicates a longer time on task and activation of all targets to indicate interest in the vocabulary being presented.

Convergent (Assess) Activities

If the learner finds the target on the first attempt, that is a good indication that she is achieving Stage Three skills. Did the learner complete the Activity? If not, this indicates that more work is needed in this area. Did the learner find the target on the second attempt most consistently? That means she needed to hear the question repeated. Was she paying attention? Did she require an external prompt? She may need more practice with Stage Three activities but seems to demonstrate emerging skills. Did the learner find the target on the third attempt most consistently? That could mean she matched the response to the question but didn't necessarily understand the target. Matching and knowing the meaning are two very different skills. This indicates further work is needed.

Levels of Representation Activity

The Levels of Representation activity is designed so that the learner can indicate understanding of multiple representations of objects. This demonstrates a learner's ability to generalize an object's name or label to multiple forms: photo, drawing, or symbol. The ability to locate named objects across these levels of representation indicates success. Look for data that indicates the lowest number of prompts as well as attempts for each question, and which objects were correctly located. If the learner finds the target on the first attempt, that is a good indication that she is achieving Stage Three skills.

Object Identification Activity

These activities are designed to permit the learner an opportunity to identify objects by name from within two familiar categories: Animals and Clothing. The learner is asked to find named objects from a choice of 2 or 3 targets. The successful learner will require fewer prompts and find the object from an increasingly complex set of choices.

Category Identification Activity

These activities are designed to permit the learner an opportunity to identify objects by category. This ability to categorize objects indicates an awareness of individual features that are common to the group. For example, articles of clothing are inanimate objects that are worn on a part of the body. In answering successfully, the learner has classified the objects by form or function.

Function Identification (Verbs) Activities

These activities are designed so that the learner can indicate understanding not just of the name of an object or action, but also its purpose, or what that object is used for. This indicates which objects or actions are understood according to their use, function or purpose. Is the learner able to select an object from the same category, but not when it is presented with objects from other categories? That could mean that you she needs to build skills with software that allows for practice in categorization.

Moving to Stage Four

Watch for the following performance abilities to be in place:

Levels of Representation

If a learner is expected to use symbols for communication, she should be successful at the symbolic level before moving to Stage Four. It is not necessary to have 100% mastery, however, the learner should be able to complete a Stage Three “Levels of Rep” activity and generate accuracy data for consideration of practice software.

Objects and Categories

If a learner is able to identify objects and place them in categories accurately within two tries, some early Stage Four skills might begin to be introduced. Take care that the learner is comfortable with vocabulary used. Continue using Stage Three practice software for enriched vocabulary development. Use Stage Three assessment activities until all scores reflect 100% accuracy.

Functional Use/Verbs

Use the same criteria as described for Objects and Categories above. If introducing any early Stage Four activities, take great care to ensure comfort with the language being used. Continue using both Stage Three practice software and assessment activities until the learner is 100% successful with functional use language. At the same time, introduce early Stage Four skills as long as the learner is comfortable with the language being introduced and is still working in Stage Three environments successfully. Reduce any Stage Four activities if Stage Three activities don’t show continuous improvement.

Observation Form—Stage Three

Learner's Name _____

Recorder's Name _____

Other Observer's Name _____

Date _____

Setting for Observation _____

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

Assessment Environment:

View the screen on the same eye level as the learner. Is there a glare on the screen?

_____ Yes _____ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

_____ learner's regular setting _____ familiar but not everyday _____ unfamiliar

Position the learner is facing:

_____ toward the center of the room

_____ away from the center of the room

Are there any distracting objects nearby? _____ Yes _____ No

Is the learner properly positioned? _____ Yes _____ No

Should these or any other factors be considered when interpreting results?

Copy these pages before recording your observations.

(This form is also provided as a PDF on the Stages CD.)

(over)

Explore (Divergent) Activities:

1. How did the activity end? _____
Who selected the Exit to Report button (if available)? ☐ Adult ☐ Learner
Was the learner interested and paying attention? ☐ Yes ☐ No
Does the Time on the Activity measure in the report screen indicate true behavior?
 ☐ Yes ☐ No
Why? _____
Did the learner click on any background objects rather than target objects?
 ☐ Yes ☐ No
If Yes, do you think the learner understood the directions? ☐ Yes ☐ No
Was the learner exploring? ☐ Yes ☐ No
Was there a pattern to the region of the screen selected? For example, was there a
tendency to select objects only on one section of the screen? ☐ Yes ☐ No
Comment: _____
2. In the Levels of Representation activities, does there seem to be a preference for the
level of representation? For example, did the learner exhibit behaviors indicating he
or she understands photos more readily than drawings or symbols?
Comment: _____

Assess (Convergent) Activities

3. Was there a consistent error pattern? For example, did the learner always select the
same type of object? ☐ Yes ☐ No
4. Who makes the selections when choosing the types of activities?
 ☐ Learner ☐ Adult
Comment: _____

5. Did the learner answer any questions incorrectly because he or she had difficulty in scanning or accessing the input device and selected the wrong target?
_____ Yes _____ No

If so, what did you observe:

6. Did the learner vocalize during the assessment session? _____ Yes _____ No
If Yes, please describe the vocalization. Examples: _____
-

Did the learner repeat the words or prompts?

- ☐ voluntary repetition
☐ immediate and involuntary repetition (echolalia)

Did the learner rename objects (for example, say a pet's name, "Spot," instead of its generic label, "dog")?

7. Are there any environmental issues that might affect the data? For example, were there any objects or sounds that might have distracted the learner or enhanced the assessment session?
-
-
-

8. What behaviors did you observe during the session? Did the learner ...

- ☐ tilt the chair on its back legs
☐ wiggle and/or partially leave the chair
☐ stabilize with hands, arms, legs
☐ use tactile stimulation for concentration (stroke face, bite lip)
☐ remain seated at all times
☐ other _____

-

[illegible]

page 4

Practice Software for Stage Three

General Software Considerations

It is important to note that many software programs suggested can be recommended at more than one Stage. These programs provide varied content and malleable preference settings that allow for custom presentations. Refer to the chart following page 50 to identify choices for customization.

By making adjustments to such areas as input option or specific content for an activity, you can use the same software program successfully at several Stages. For example, you may turn off animation for learners who might have a startle reaction to that event on the screen. Or you might turn on auditory prompting for learners who have visual challenges. Use every possible setting to best support and facilitate the learning process.

Look for ways to adjust Stage Three software for your learner.

Keep in mind that Stage Three software may be able to be used recreationally for a learner who is functioning or developing skills at a higher Stage. The design of the software and its content, graphics, and sound would be familiar or easy to grasp. This comfortable environment could serve as fun and relaxing play or provide a practice arena.

Individual software titles are recommended not because they are the most dynamic or recently published, but because they are effective and valuable resources in helping target learners accomplish their developmental goals. In fact, even some programs that have been available for several years and may appear to be outdated are included. Oftentimes recycled or older computer equipment is what's most available for our learners. As long as the software offers valuable activities and still may be found in schools or homes, it remains on the list.

Exploring Software Settings

Software that is appropriate for Stage Three is available from many developers. These recommended programs are included in the feature Comparison Chart that follows. As you look to identify software that is appropriate for an individual learner, keep the following in mind.

Input modes

Software appropriate for use at Stage Three must allow learners a way to select a target object on the screen. The learner may be able to use a direct selection method to select an object (point and click with a mouse, touch using a touchscreen, or point to a target with an alternative pointer and wait for a dwell to elapse). Or the learner may use scanning, where the objects on the screen highlight one at a time and the learner presses the switch or a key on the keyboard when the desired object is highlighted. A menu of input device options should be available in the software, as well as a way to indicate which selection key is active. This way the software knows whether to watch for a click or selection key, and what type of device is making the selection.

While not all software accommodates this type of fine-tuning, sometimes the access device itself will have preference settings, which you can adjust to create the same effect for the learner's access environment. Work with the assistive technology team or specialist to determine the best way to configure the environment for success.

Adjusting settings for various types of learners

Explore settings that fit the learner's preferences and needs, but don't feel you need to try every available setting, as the learner may become confused. At Stage Three, the computer environment must be consistent or the learner won't establish the connection between her behavior and the results that happen on the screen.

In all software, look to see if there is an option to add the learner's name or your own images and sounds. At Stage Three, we want images and sounds that are both familiar and comfortable for the learner. Since only some software programs permit such customizing, finding as many other ways to customize the interaction is important.

How to Use the Chart

The chart on the following pages compares recommended software for Stage Three. Each title offers specific features that may be critical to a learner's success. Use this chart to help determine which software might be most beneficial for your particular learners. The software is arranged alphabetically within three categories, which are noted at the top of the page:

Identifying Objects	Identifying Actions	Building Ideas
<hr/>		
The following terms are used in the chart.		
Title	The name of the software program.	
Publisher	The name of the company that makes or sells the software.	
Platform	The types of computers that can run the software. <i>Mac:</i> Macintosh® computers <i>Win:</i> PC computers running the Windows® operating system <i>DOS:</i> PC computers running the DOS operating system (older models) Software is available on CD-ROM, unless otherwise noted. <i>Mac/Win:</i> This software is available for both platforms on the same CD. <i>Mac, Win:</i> This software is available for both platforms, but may be packaged separately.	
Access Options	The types of input methods that the program supports. <i>Keyboard:</i> You can use a standard or alternative keyboard such as IntelliKeys® or an accessible onscreen keyboard. <i>Mouse:</i> You can use a standard mouse or mouse emulator, which you can use to point and click. <i>Touchscreen:</i> You can use a touchscreen, either built into the computer or attached to a monitor. <i>IntelliKeys:</i> This program is set up to use an IntelliKeys® alternative keyboard from IntelliTools, Inc. <i>Switch:</i> You can use a switch with this program. <i>Other:</i> Any other methods supported by the software.	

Prompt Options	<p>How the learner is encouraged to use the device.</p> <p><i>Auditory:</i> The prompt used is speech or a sound.</p> <p><i>Visual:</i> The prompt is an image or silent animation.</p> <p><i>Multisensory:</i> The prompt is both auditory and visual.</p>
Context Scenes	The software presents objects in context-rich scenes.
Level of Representation	<p>The way in which objects are presented to the learner.</p> <p><i>Photo:</i> Realistic, photographic images are used.</p> <p><i>Drawing:</i> Drawings are used.</p> <p><i>Symbol:</i> Picture Communication Symbols (PCS) from Mayer- Johnson Co. are used.</p>
Learning Modes	<p>The types of activities that the software presents:</p> <p><i>Divergent (Explore):</i> The activities allow the learner to explore content without being asked to answer questions.</p> <p><i>Convergent (Assess):</i> The activities ask the learner to answer questions and responds to correct and incorrect answers.</p>
Activity Options	<p>The activities.</p> <p><i>Object ID:</i> The learner finds named objects.</p> <p><i>Category:</i> The learner identifies objects by category.</p> <p><i>Function:</i> The learner identifies objects by function.</p> <p><i>Other:</i> A description of other activity options.</p>
Feedback Type	<p>The event that occurs when the learner uses the device.</p> <p><i>Auditory:</i> Sound plays or spoken text occurs.</p> <p><i>Visual:</i> An animation or graphical image is displayed.</p> <p><i>Multisensory:</i> Both sound and animation are played.</p>
Keyboard Shortcuts	How to get to the screen where you can change settings.
Record Keeping	The data that is collected by the software to keep track of the learner's actions while using the program. In these charts, a reference to "Time" indicates the amount of time spent on the activity.
Other Settings and Features	Additional capabilities of each program are included here.
Also appropriate at:	<p>Other Stages at which this title may be appropriate are listed. You may need to change settings within the software to make it function suitably for learners at these other Stages. Using software at more than one Stage can help reinforce prior learning, introduce new concepts in a familiar environment, and extend the useful life of software in your collection. The last page of the chart lists titles in other Stages that may also be appropriate at Stage Three.</p>

Stage Three Software Comparison Chart

Identifying Objects

Title	Animals in the Forest (IntelliPics Studio III Template)	Chooselt! Maker	Concentrate! I, II, III
Publisher	IntelliTools, Inc.	Inclusive Technology Ltd.	Laureate Learning Systems
Platform	Mac, Win	Win	Mac / Win
Access Options			
Keyboard	✓	✓	
Mouse	✓	✓	✓
Touchscreen	✓	✓	✓
IntelliKeys®	✓ (overlays available)		
Switch	✓	✓	✓ (auto, step)
Other			
Prompt Options			
Auditory	✓	✓	✓ (digitized speech)
Visual		✓	
Multisensory		✓	
Context Scenes	✓	can be created	
Level of Representation			
Photo	✓	✓	
Drawing	✓ (customizable)	✓	✓
Symbol	✓ (customizable)	✓	
Learning Modes			
Divergent (Explore)	✓		✓ <shift> to preview
Convergent (Assess)	✓	✓	✓
Activity Options			
Object ID	✓	✓	✓
Category	✓	✓	✓
Function	✓	✓	✓
Other		Custom choice-making activities	Memory, association
Feedback Type		learner advances after correct choice	
Auditory	✓	✓	
Visual		✓	
Multisensory		✓	✓
Keyboard Shortcuts	<ctrl + M> - menu access, <ctrl + shift + O> - user preferences		<esc>: exit, <%/ctrl+H>: hide cursor, <%/ctrl+space>: toggle menu
Record Keeping	Portfolio mgmt, student login, assignments, detail/summary		Creates user log
Other Settings and Features	Part of the IntelliTools Classroom Suite.	Authoring program. Can change pointer, appearance, contrast.	Can play against computer or peer; can set up for direct or conceptual match
Also appropriate at:	Stage 4, Stage 5	Stage 4	Stage 2

Stage Three Software Comparison Chart

Title	Describing Words	Discrete Trial Trainer	Early Childhood Fun: Single Switch Songs
Publisher	The Conover Company	Accelerations Educational Software	Creative Communicating
Platform	Win / Mac (specify OS X)	Win	Mac / Win
Access Options			
Keyboard	√		√
Mouse	√	√	√
Touchscreen	√	√	√
IntelliKeys®	√		√ (overlays included)
Switch	√ (auto)		√
Other			
Prompt Options			
Auditory	√ (when incorrect)	√	√ (8 song starters)
Visual		√	√
Multisensory		√	√
Context Scenes			based on familiar songs
Level of Representation			
Photo	√	√	
Drawing			√
Symbol			
Learning Modes			
Divergent (Explore)	√		√
Convergent (Assess)	√	√	√
Activity Options		Teaches object labels to functional information associated with images	Open-ended; adult focuses lesson.
Object ID	√	√	
Category			
Function		√	
Other			
Feedback Type	learner advances after correct choice		
Auditory	√	√	√
Visual	√ (caption optional)	√	√
Multisensory		√	√
Keyboard Shortcuts	Switch access F7, closed captioning F9		
Record Keeping	Time on task, number attempted/correct	√	
Other Settings and Features	Part of Functional Literacy System. Can set difficulty, allowed attempts. Has Pre/Inst/Post ass't, workbook.	Trains receptive language and basic cognitive skills; train, random and maintenance modes; select program, reinforcer type/schedule	Printable songbook storyboards with Boardmaker symbols for classroom use
Also appropriate at:		Stage 4, Stage 5	Stage 1, Stage 2, Stage 4

Stage Three Software Comparison Chart

Title	Exploring First Words I and II	Fall Fun	First Words
Publisher	Laureate Learning Systems	SoftTouch, Inc.	Laureate Learning Systems
Platform	Mac / Win	Mac / Win	Mac / Win
Access Options			
Keyboard			
Mouse	√	√	√
Touchscreen	√	√	√
IntelliKeys®		√	
Switch	√ (auto and step)	√ (auto)	√ (auto and step)
Other			
Prompt Options			
Auditory		√	
Visual		√	
Multisensory		√	√
Context Scenes	√	√	
Level of Representation			
Photo		√	
Drawing	√	√	√
Symbol			
Learning Modes			
Divergent (Explore)	√	√	√
Convergent (Assess)	√	√	√
Activity Options			
Object ID	√	√	√
Category			
Function			
Other		Word awareness, compare/contrast	
Feedback Type			
Auditory		√	
Visual		√	
Multisensory		√	√
Keyboard Shortcuts	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu	ctrl key to access settings	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu
Record Keeping	Creates user log		Creates user log
Other Settings and Features	can adjust cursor size, volume, response time, highlight color, scanning, animation, menus	can set difficulty level; number of choices; word/picture cues	custom lesson option, hide menus, can adjust text, animation, volume, speech, scan
Also appropriate at:	Stage 2	Stage 1, Stage 4	Stage 2

Stage Three Software Comparison Chart

Title	Nouns 1, 2, and 3	Nouns and Verbs Sampler	Old MacDonald's Farm Deluxe
Publisher	The Conover Company	The Conover Company	SoftTouch, Inc.
Platform	Win / Mac (specify OS X)	Win / Mac (specify OS X)	Mac / Win
Access Options			
Keyboard	✓	✓	✓ (for navigation)
Mouse	✓	✓	✓
Touchscreen	✓	✓	✓
IntelliKeys®	✓	✓	✓ (overlays included)
Switch	✓ (auto)	✓ (auto, rate customizable)	✓ (auto, auditory optional)
Other			can set scan rate
Prompt Options	Prompts when incorrect.	Prompts when incorrect.	
Auditory	✓ (human voice)	✓ (human voice)	
Visual			
Multisensory			✓
Context Scenes			✓
Level of Representation		also video	also text
Photo	✓	✓ (customizable)	✓
Drawing			✓
Symbol			
Learning Modes			
Divergent (Explore)	✓	✓	✓
Convergent (Assess)	✓	✓	✓
Activity Options			
Object ID	✓	✓	✓
Category			✓
Function			
Other			
Feedback Type		learner advances after correct choice	
Auditory	✓	✓ (basic and advanced)	
Visual	✓	✓ (caption optional)	
Multisensory			✓
Keyboard Shortcuts	Switch access F7, closed captioning F9	Switch access: F7, closed captioning: F9	settings: menu, S for scan rate, <ctrl> key to go back
Record Keeping	Time on task, number attempted/correct	Time on task, number attempted/correct	
Other Settings and Features	Part of Functional Literacy System. Can set difficulty, allowed attempts. Has Pre/Inst/Post ass't, workbook.	Part of Functional Literacy System. Can set difficulty, allowed attempts. Has Pre/Inst/Post ass't, workbook.	Can set difficulty (clicks required), level of representation
Also appropriate at:			Stage 2, Stage 4

Stage Three Software Comparison Chart

Title	On the Farm	Puzzle Arch, Puzzle Soccer, Puzzle Template	Talking Nouns I and II
Publisher	Inclusive Technology Ltd.	IntelliTools, Inc.	Laureate Learning Systems
Platform	Win	Mac, Win	Mac / Win
Access Options			
Keyboard	√	√	
Mouse	√	√	√
Touchscreen	√	√	√
IntelliKeys®	√	√ (overlays avail.)	√
Switch	√ (1-5 switches)	√	√ (auto, step)
Other			
Prompt Options			
Auditory		√	
Visual	√		
Multisensory			√
Context Scenes	√	√	
Level of Representation	teen and child		
Photo		√	
Drawing	√	√ (customizable)	√
Symbol		√ (customizable)	
Learning Modes			
Divergent (Explore)	√	√	√
Convergent (Assess)	√		√
Activity Options			
Object ID	√	√	√
Category			
Function			√
Other	5 different farm scenes for building scenes, discovering		Can build sentences
Feedback Type	only allows correct responses		
Auditory	√ (optional)	√	
Visual	√	√	
Multisensory	√	√	√
Keyboard Shortcuts		<ctrl+M>: menu access. <ctrl+shift+O>: user preferences	<esc>: exit, <ctrl+H>: hide cursor, <ctrl+space>: menu
Record Keeping	print scenes	Portfolio mgmt, student login, assignments, detail/summary	Creates user log
Other Settings and Features	Can set: font size/color/case, auto progression.	Part of IntelliTools Classroom Suite. Puzzles are errorless, cause and effect activities. Can change number of clicks.	Cursor size, difficulty, volume, scanning; turn menus and cursor on/off
Also appropriate at:	Stage 1, Stage 2, Stage 3, Stage 5, Stage 7	Stage 1 (cause and effect), Stages 4 and 5	Stage 2

Stage Three Software Comparison Chart

Title	Teddy Games	Touch!	Toyshop
Publisher	Inclusive Technology Ltd.	Inclusive Technology Ltd.	Inclusive Technology Ltd.
Platform	Win	Win	Win
Access Options			
Keyboard	✓	✓	✓
Mouse	✓	✓	✓
Touchscreen	✓	✓ (preferred)	✓
IntelliKeys®	✓		✓
Switch	✓ (auto, step)		✓ (auto, step)
Other	Keyswitch+		can set scan rate
Prompt Options			
Auditory	✓ (optional)	✓	
Visual	✓	✓	✓
Multisensory	✓	✓	
Context Scenes	✓		✓
Level of Representation			
Photo			
Drawing	✓ (child)	✓	✓
Symbol			
Learning Modes			
Divergent (Explore)	✓	✓	✓
Convergent (Assess)	✓	✓	✓
Activity Options			
Object ID	✓	✓	✓
Category	✓		
Function	✓		
Other	matching		
Feedback Type			
Auditory	✓	✓ (optional)	✓
Visual	✓	✓	✓
Multisensory	✓	✓	✓ (animated)
Keyboard Shortcuts	<esc>+<M>: menu, <tab>: next, <ctrl>+<enter> or <alt>+<F√>: exit	<Q>uit, <P>references	
Record Keeping	print screen	saves settings	print
Other Settings and Features	sound, difficulty level, auto progression.	Background color, level, shape, color, pointer size, rewards (on/off, length)	scan settings, select picture choices presented, highlight color. Graphics are child- appropriate.
Also appropriate at:	Stage 4: color sort, complete picture, build scene. Stage 6: dress a bear.	Stage 4	Stage 1

Stage Three Software Comparison Chart

Title	US Puzzles Template	Words Around Me
Publisher	IntelliTools, Inc.	Edmark, now Riverdeep
Platform	Mac, Win	Mac / Win
Access Options		
Keyboard	√	
Mouse	√	√
Touchscreen	√	√
IntelliKeys®	√ overlays available	
Switch	√	√ (auto)
Other		
Prompt Options		
Auditory	√	√
Visual		√
Multisensory		
Context Scenes	√	
Level of Representation		
Photo	√	√
Drawing	√ (customizable)	√
Symbol	√ (customizable)	
Learning Modes		
Divergent (Explore)	√	√
Convergent (Assess)		√
Activity Options		
Object ID	√	√
Category		√
Function		√
Other		Plurals, same/different.
Feedback Type		
Auditory	√	
Visual	√	
Multisensory	√	
Keyboard Shortcuts	<ctrl+M>: menu. <ctrl+shift+O>: preferences	<ctrl/⌘+alt+A>: adult/instructor area
Record Keeping	Portfolio mgmt, student login, assignments, detail/summary	Saves settings
Other Settings and Features	Part of IntelliTools Classroom Suite. Puzzles are errorless, cause and effect activities. Can change number of clicks.	foreign language options; can adjust text, animation, volume
Also appropriate at:	Stage 1 (cause and effect), Stages 4 and 5	Stage 2

Stage Three Software Comparison Chart

Identifying Actions

Title	Exploring First Verbs	First Verbs	Talking Verbs
Publisher	Laureate Learning Systems	Laureate Learning Systems	Laureate Learning Systems
Platform	Mac / Win	Mac / Win	Mac / Win
Access Options			
Keyboard			
Mouse	✓	✓	✓
Touchscreen	✓	✓	✓
IntelliKeys®			✓
Switch	✓	✓	✓
Other			
Prompt Options			
Auditory			✓
Visual			✓
Multisensory	✓	✓	✓
Context Scenes	✓	✓	
Level of Representation			
Photo			
Drawing	✓	✓	✓
Symbol			
Learning Modes			
Divergent (Explore)	✓	✓	✓
Convergent (Assess)	✓	✓	✓
Activity Options			
Object ID			
Category			
Function			
Other	Verb identification	Verb identification	Verb identification
Feedback Type			
Auditory			
Visual			
Multisensory	✓	✓	✓
Keyboard Shortcuts	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu
Record Keeping	Creates user log	Creates user log	Creates user log
Other Settings and Features	can adjust response time, text, volume, animation; customize lesson option	can adjust text, volume, animation	can adjust cursor size, difficulty, volume, scanning; turn menus on/off
Also appropriate at:	Stage 2	Stage 2	Stage 2

Stage Three Software Comparison Chart

Title	Verbs 1, 2, and 3
Publisher	The Conover Company
Platform	Win / Mac (Specify OS X)
Access Options	
Keyboard	√
Mouse	√
Touchscreen	√
IntelliKeys®	√
Switch	√ (auto)
Other	can set scan rate
Prompt Options	Prompts when incorrect.
Auditory	√ (human voice)
Visual	
Multisensory	
Context Scenes	
Level of Representation	
Photo	√
Drawing	
Symbol	
Learning Modes	
Divergent (Explore)	√
Convergent (Assess)	√
Activity Options	
Object ID	
Category	
Function	
Other	Verb identification
Feedback Type	learner advances after correct choice
Auditory	√ (basic and advanced)
Visual	√ (caption optional)
Multisensory	
Keyboard Shortcuts	Switch access: F7, closed captioning: F9
Record Keeping	Time on task, number attempted/correct
Other Settings and Features	Part of Functional Literacy System. Can set difficulty, allowed attempts. Has Pre/Inst/Post ass't, workbook.
Also appropriate at:	

Stage Three Software Comparison Chart Building Ideas

Title	Dr. Peet's PictureWriter	Find the Buttons	First Categories	IT Mouse Skills
Publisher	Interest-Driven Learning, Inc.	R J Cooper & Assoc.	Laureate Learning Systems	Inclusive Technology, Ltd.
Platform	Mac	Mac, Win	Mac / Win	Mac / Win
Access Options				
Keyboard	√			
Mouse	√	√	√	√ (mouse practice)
Touchscreen	√	√	√	
IntelliKeys®				
Switch			√ (auto, step)	
Other				
Prompt Options				
Auditory		√		√
Visual				√
Multisensory			√	√
Context Scenes				No verbal or visual instructions to
Level of Representation		text and numbers	also text, numbers	
Photo				
Drawing	√		√	√ (child)
Symbol				
Learning Modes				
Divergent (Explore)	√	√	√	
Convergent (Assess)			√	√
Activity Options	This is a tool for expression and presenting new words			Mouse practice: mouse-over, click, double-click, click timing, click and drag, dropdown menu, etc.
Object ID		√	√	
Category			√	
Function				
Other			Review, inclusion, exclusion	
Feedback Type				
Auditory		√	√	√ (optional)
Visual			√	√
Multisensory	√		√	√
Keyboard Shortcuts	use menu	<⌘/ctrl+Q> to exit activity	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu	m-menu, s-skip to games, <ctrl+M>: menu, <ctrl+Q>: quit
Record Keeping			Creates user log	Global/individual settings saved
Other Settings and Features	uses text-to-speech to speak picture sequence; can choose voice	teaches navigation for low-vision or blind users; can record custom sounds	can set difficulty, text, animation, volume	Can change color/size of cursor, colors, sound, starting level.
Also appropriate at:	Stage 2	Stage 1	Stage 2	

Stage Three Software Comparison Chart

Title	Learn More Through Games	Listen With Your Ears	Match It	Mega Mix
Publisher	Inclusive Technology Ltd.	UCLA Intervention Program	Judy Lynn Software, Inc.	Inclusive Technology Ltd.
Platform	Win	Mac diskette	Win CD	Win
Access Options				
Keyboard			√	√
Mouse	√	√	√	√
Touchscreen	√	√	√	√
IntelliKeys®				√
Switch	√ (auto, step)	√ (auto, can set rate)	√	√
Other		auditory scan option		
Prompt Options				Switch accessible except for paintbook
Auditory	√	√	√	√
Visual	√		√	√
Multisensory	√		√	√
Context Scenes				√
Level of Representation				generic (any age)
Photo				
Drawing	√	√		√
Symbol			√	
Learning Modes				
Divergent (Explore)	√	√		√
Convergent (Assess)	√		√	√
Activity Options				Language-independent educational games. Switch use and mouse skills, comparison skills, creativity, logic.
Object ID		√	√	
Category				
Function				
Other	Games, coloring, blocks.	Auditory discrimination		
Feedback Type				
Auditory	√		√	√
Visual	√			√
Multisensory	√	√		√
Keyboard Shortcuts		⌘G: start game; <esc>: exit lesson		
Record Keeping	print, save	Learner name, number of errors/turns		print screen
Other Settings and Features	No. of puzzle pieces 6-30, choose categories	Add players' names, select objects, choose number of objects, allowed turns/errors	auditory prompt on/off, scan rate, speed of object movement	Custom settings for each activity, difficulty, speed, cursor size.
Also appropriate at:	Stage 4 (play); Stage 5 (puzzle)	Stage 4		Stage 4 (Dot-to-dot)

Stage Three Software Comparison Chart

Title	One Switch Picasso 1 & 2	Ooops!	Scan & Match Series	Scanning Picasso 1 & 2
Publisher	SimTech Publications	Inclusive Technology Ltd.	SimTech Publications	SimTech Publications
Platform	Mac / Win	Win	Mac / Win	Mac / Win
Access Options				
Keyboard		√ (space, enter)		
Mouse	√	√	√	√
Touchscreen	√	√	√	√
IntelliKeys®		√		
Switch	√ (auto, step)	√ (auto, step)	√ (auto)	√ (auto)
Other				
Prompt Options				
Auditory		√		
Visual		√	√ (scan highlight)	√
Multisensory		√		
Context Scenes				
Level of Representation				
Photo				
Drawing	√	√	√	√
Symbol				
Learning Modes				
Divergent (Explore)	√			√
Convergent (Assess)		√	√	
Activity Options		√ arcade-style games designed to practice switch or mouse timing skills: Car, Spaceship, Hot air balloon, submarine		
Object ID			√	√
Category				
Function				
Other			Practices scanning, matching.	Practices scanning to target object.
Feedback Type				
Auditory		√	√	
Visual	√	√		
Multisensory		√		√
Keyboard Shortcuts	<esc>: exit activity	<esc>: exit activity	<ctrl+S>: stop, <ctrl> twice: exit	<ctrl>: exit activity
Record Keeping		high score list	√	√
Other Settings and Features	toggle border: <option>+click	Cursor is a flying saucer. Graphics are both child and teen appropriate.	can adjust auditory scan; offers menu protection	can adjust scanning speed; offers menu protection; <option> key + click toggles border
Also appropriate at:	Stage 4			Stage 4

Stage Three Software Comparison Chart

Title	Seek and Find 1.1	Simple Sentence Structure	Single Switch Games	Son of Seek and Find
Publisher	UCLA Intervention Program	Laureate Learning Systems	Marblesoft	UCLA Intervention Program
Platform	Mac diskette	Mac / Win	Mac / Win	Mac diskette
Access Options				
Keyboard	✓		✓	
Mouse	✓	✓	✓	✓
Touchscreen	✓	✓		✓
IntelliKeys®	✓ (overlays included)			✓ (overlays included)
Switch		✓ (auto, step)	✓	
Other				
Prompt Options				
Auditory	✓	✓	✓ (optional)	✓
Visual			✓	
Multisensory			✓	
Context Scenes	✓			✓
Level of Representation			teen and child	
Photo				
Drawing	✓	✓	✓	✓
Symbol				
Learning Modes				
Divergent (Explore)	✓	✓		
Convergent (Assess)	✓	✓		✓
Activity Options				
Object ID	✓	✓		✓
Category				
Function				
Other		Language structure	6 arcade style games. Switch practice.	
Feedback Type				
Auditory			✓	
Visual			✓	
Multisensory	✓	✓	✓	✓
Keyboard Shortcuts	settings: menu option <esc>: exit activity	settings: menu option <esc>: exit activity	<ctrl+O>: options. Onscreen shortcut menu. <ctrl+Q>: quit	settings: menu option <esc>: exit activity
Record Keeping	✓	Creates user log	Records names, last 10 scores	
Other Settings and Features	User can change difficulty level and learner name; add learner to keep score	can set training/test difficulty, type of sentence, volume, scanning	set difficulty, play mode (normal, easy, cause and effect). 1 or 2 players.	
Also appropriate at:		Stage 5, Stage 7	Stage 1, Stage 2, Stage 4, Stage 5	

Stage Three Software Comparison Chart

Title	Storytime Songbook I & II	Switch Arcade	Switch Art	Switch Puzzles
Publisher	Creative Communicating	SimTech Publications	Judy Lynn Software, Inc.	SimTech Publications
Platform	Mac / Win	Mac / Win	DOS / Win CD or diskette	Mac / Win
Access Options				
Keyboard				
Mouse	✓	✓	✓	✓
Touchscreen	✓	✓	✓	✓
IntelliKeys®	✓ (overlays included)			
Switch	✓ (auto)	✓ (auto)	✓ (auto)	✓ (step scan)
Other				
Prompt Options				
Auditory	✓			
Visual		✓		
Multisensory			✓	
Context Scenes	✓	✓		
Level of Representation				
Photo				
Drawing	✓	✓	✓	✓
Symbol				
Learning Modes				
Divergent (Explore)	✓	✓	✓	✓
Convergent (Assess)		✓		✓
Activity Options				
Object ID	✓			
Category				
Function				
Other	Learning/choosing objects.			
Feedback Type				
Auditory				
Visual				
Multisensory	✓	✓	✓	✓
Keyboard Shortcuts		<ctrl>: exit activity	<ctrl>: exit activity	<ctrl>: exit activity
Record Keeping				
Other Settings and Features	story retelling overlays, can print mini-books; activity suggestions	toggle border off and on using <option> + click	can adjust scan speed: slow/medium/fast; <A> to advance to next picture	can select 5-, 10- or 15-piece puzzles
Also appropriate at:	Stage 3, Stage 4		Stage 4	Stage 4

Stage Three Software Comparison Chart

Title	Switch Wars	SwitchIt! Arcade Adventure	SwitchIt! Opposites	TalkTime with Tucker
Publisher	SimTech Publications	IntelliTools, Inc.	IntelliTools, Inc.	Laureate Learning Systems
Platform	Mac / Win	Mac / Win	Mac / Win	Mac / Win
Access Options				
Keyboard		√ (simulates switch)		
Mouse	√	√	√	√
Touchscreen	√	√	√	√
IntelliKeys®		√ (overlays included)	√ (overlays included)	
Switch	√ (auto)	√ (auto)	√ (auto, step)	
Other				microphone required
Prompt Options				
Auditory				√
Visual	√	√		
Multisensory			√	
Context Scenes		√		√
Level of Representation				
Photo	√			
Drawing	√	√	√	√
Symbol				
Learning Modes				
Divergent (Explore)	√	√		√
Convergent (Assess)	√	√	√	√
Activity Options				
Object ID			√	
Category			√	
Function				
Other			Comparison	Encourages utterances and sounds
Feedback Type				
Auditory		√ (optional)		√ (can set volume)
Visual		√		√
Multisensory	√	√	√	√
Keyboard Shortcuts	<ctrl>: exit activity	move cursor to top of screen to access menu	move cursor to top of screen to access menu	<⌘/ctrl+space>: toggle menu, <⌘/ctrl+Q>: quit
Record Keeping			√	
Other Settings and Features			clip art available; can change cursor, background/highlight color, activity order	can set microphone sensitivity, response time, single/continuous play
Also appropriate at:				Stage 4, Stage 5

Stage Three Software Comparison Chart

Title	Teen Tunes PLUS	Touch Balloons	True Friends	Twenty Categories
Publisher	SoftTouch, Inc.	Inclusive Technology Ltd.	Judy Lynn Software, Inc.	Laureate Learning Systems
Platform	Mac / Win	Win	DOS / Win CD or diskette	Mac / Win
Access Options				
Keyboard	√	√	√ (simulates switch)	
Mouse	√	√	√	√
Touchscreen	√	√	√	√
IntelliKeys®	√ (overlays included)			
Switch	√ (auto, can set rate)	√ (1-2 switch auto)	√ (auto, can set rate)	√ (auto, step)
Other		can set scan rate		can set scan rate
Prompt Options				
Auditory	√ (optional)	√		√
Visual	√	√		
Multisensory		√	√	
Context Scenes				
Level of Representation				
Photo	√			
Drawing	√	√	√	√
Symbol				
Learning Modes				
Divergent (Explore)	√	√	√	√
Convergent (Assess)				√
Activity Options				
Object ID				√
Category				√
Function				
Other			Turn taking	
Feedback Type				animation optional
Auditory	√	√	√ (voice label customizable)	√ (optional, can set volume)
Visual		√	√ (captions customizable)	
Multisensory	√	√		√
Keyboard Shortcuts	<ctrl>: go back	<P>references, <Q>uit		<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu, <⌘/ctrl+P>: pause
Record Keeping				Creates user log
Other Settings and Features	can choose activity, number of targets (2-9)	choose animation type, color, background	1 or 2 players, set number of turns/pictures	can change difficulty, train/test options
Also appropriate at:	Stage 1 (PLUS activity)	Stage 2 (device mastery)	Stage 4	

Stage Three Software Comparison Chart

Title	Visual Motor Skills	Wheels!	Wheels on the Bus
Publisher	Judy Lynn Software, Inc.	R J Cooper & Assoc.	UCLA Intervention Program
Platform	DOS / Win CD or diskette	Mac, Win	Mac diskette
Access Options			
Keyboard	√ (simulates switch)	√	
Mouse	√	√	√
Touchscreen	√	√	√
IntelliKeys®			√ (overlays included)
Switch	√ (auto, can set rate)	√	√ (auto, can set rate)
Other		pointing devices, joystick	
Prompt Options			
Auditory		√	√
Visual		√	
Multisensory	√	√	
Context Scenes		school setting	√
Level of Representation			
Photo			
Drawing	√	√	√
Symbol			
Learning Modes			
Divergent (Explore)		√	√
Convergent (Assess)	√		√
Activity Options		practice joystick skills for power wheelchair or as substitute for video games	
Object ID			√
Category			
Function			
Other			
Feedback Type			
Auditory		√ (optional, can set volume)	
Visual		√	
Multisensory	√	√	√
Keyboard Shortcuts		to start at any level: Mac: <⌘+option>, Win: <alt-esc>; M: map	<esc>: exit activity
Record Keeping		Can save games	Yes
Other Settings and Features	can adjust cursor; can scan menus	extra sounds; 3 levels of difficulty	Add players, choose verses, set difficulty
Also appropriate at:		Stage 4	Stage 2, Stage 4

Stage Three Software Comparison Chart

Title	Words & Concepts Series
Publisher	Laureate Learning Systems
Platform	Mac / Win
Access Options	
Keyboard	
Mouse	✓
Touchscreen	✓
IntelliKeys®	
Switch	✓ (auto, step)
Other	
Prompt Options	
Auditory	
Visual	
Multisensory	✓
Context Scenes	
Level of Representation	
Photo	
Drawing	✓
Symbol	
Learning Modes	
Divergent (Explore)	✓
Convergent (Assess)	✓
Activity Options	
Object ID	✓
Category	✓
Function	✓
Other	Many language concepts
Feedback Type	
Auditory	✓ (can set volume)
Visual	✓
Multisensory	✓
Keyboard Shortcuts	<esc>: exit, <⌘/ctrl+H>: hide cursor, <⌘/ctrl+space>: toggle menu, <⌘/ctrl+P>: pause
Record Keeping	Creates user log
Other Settings and Features	level of abstraction, difficulty, train/test options, speech, text
Also appropriate at:	

Additional Titles Appropriate for Stage Three:

Adjectives & Opposites
 Attention Getter
 Attention Teens
 Bailey's Book House
 Best of KidTECH
 Cause and Effect Cinema
 Children's Switch
 Progressions
 Cinema II-Life Skills
 Circletime Tales® Deluxe
 Concepts On the Move: Advanced Preacademics
 Concepts On the Move: Basic Preacademics
 Dino-GAMES
 Disco
 Early and Advanced Switch Games
 Early Childhood Fun: Arump
 Early Emerging Rules
 Series: Negation, Plurals, Prepositions
 Early Songs & Play Collections I and II
 Everybody Has Feet
 Explore (IntelliPics Studio III Template)
 Explore Dinosaurs (IntelliPics Studio III Activity)
 Find What's Needed (Independent Living Activities)
 Hands-On Concepts: Five Cuddly Teddies
 Hands-On Concepts: Old MacDonald's Farm
 Hands-On Concepts: The Little Dough Man
 Identify Sounds (Independent Living Activities)
 IntelliMathics III
 IntelliPics Studio II Easy
 Paint Underwater, Easy
 Paint Template
 IntelliPics Studio III
 IntelliPics Studio III: Coloring Ant Colony
 IntelliPics Studio III: Coloring Book Activity
 IntelliPics Studio III: Coloring Book Template
 IntelliPics Studio III: Coloring Diagrams Template
 Introduction to Scanning
 Joystick and Mouse Trainer
 JumpStart Baby
 K-1 (Kaleidoscope)
 LADL Series (My House, My School, My Town)
 McGee, McGee at the Fun Fair
 MicroLADS: 1-7
 Millie's Math House
 Monkeys Jumping on the Bed
 New Frog and Fly
 New Katie's Farm
 Point to Pictures
 Press to Play Series
 Puzzle Power™, Puzzle Power Zoo, Puzzle Power School Days
 Scan and Paint
 Scan It/Switch It
 SoftTouch Favorites
 SoftTouch Classics 1: Five Frogs Plus
 SoftTouch Classics 2: Away We Ride Plus
 Songs I Sing at Preschool
 Stanley's Sticker Stories
 Storytime Just for Fun!
 Super Switch Ensemble
 Swim, Swam, Swum
 Switch Basics
 SwitchIt! Early Math with Spider and Friends
 SwitchIt! Farm
 SwitchIt! Jigsaw
 SwitchIt! People
 SwitchIt! Weather
 Teach Me Functional Foods
 Teach Me Phonemics
 Teach Me to Talk
 Teenage Switch Progressions
 Turn-Talking
 UKanDu Switches, Too! Series: Eensy & Friends, Forgetful & Friends, Humpty Dumpty & Friends